

Gary Community School Corporation

Academic Update

October 25, 2022



Gary Community School Corporation
Strong. Resilient. Built for Education.

Academic Goals

Long-Term

Ambitious long-term targets for equitable opportunity in Gary:

Recover from COVID *and* work to close gaps with the state in reading, math, and high school graduation

2022-23 School Year

Annual goals that align to long-term ambition:

Accelerate student growth and proficiency on path to meet long-term goals

Quarter 1

Quarterly progress indicators to meet annual goals:

Implementation and student growth necessary to meet annual goals

Academic Implementation Plan

Specific milestones, action steps, owners and deadlines to meet goals

Academic Goals and Outcomes

	Elementary School	Middle School	High School
Long-Term Goals	Long-term goal for all students: academically prepared, civically engaged		
	Students enter ready for K Students are prepared for middle school	Students are ready for high school pathways	Students have access to multiple pathways (college, credits, career, other)
2022-23 Outcomes	Increase student proficiency on grade-level content: <ul style="list-style-type: none"><i>- Increase the % of students who are approaching / at / or above proficiency on ILEARN by 7 percentage points in ELA and Math</i><i>- Students will move to a higher proficiency level on ILEARN: 15% of students in ELA and 12% in Math</i>		Increase high school graduation rate: <i>the district graduation rate, including 5th year graduates, will increase to 84%.</i>
	Ensure students are closing gaps and in striking distance of proficiency: <ul style="list-style-type: none"><i>- 55% of students will meet or exceed i-Ready "typical" growth goal in ELA and Math</i><i>- 25% of students will meet their i-Ready "stretch goal" in ELA and Math</i>		
	Increase student reading mastery in 3rd grade: <i>50% of students in grades 2-3 will pass IREAD3</i>		

Quarter 1 Progress Indicators

Category	Progress Indicator	Status	Notes
Assessment Strategy	Establish new baseline i-Ready scores in reading and math as diagnostic to shape instructional plans; 95% of students participate in formative assessments		<i>Goal met*</i> Reading 94% Math 94%
Collaborative Structures	Principals implement at least 3 classroom walkthroughs per day , with actionable evidence-based feedback when applicable		<i>Goal met</i> <i>Principals completed an average of 5 walkthroughs per day</i>
Collaborative Structures	Professional learning communities (PLCs) meet once per week in ES/MS and biweekly in HS for training, data review and planning; 80% of schools meet their PLC implementation goals as measured by rubric		<i>Goal not met</i> 70% of schools met their PLC implementation goal, meeting at least once a week
Data, Systems, & Structures	Schools achieve an average of 85% student attendance during Q1		<i>Progress made; goal not met</i> <i>On average, schools had 80% student attendance</i>
Data, Systems, & Structures	80% of schools meet their Q1 Positive Behavior Intervention System goals , as measured by rubric		<i>Goal not met</i> 63% of schools met their PBIS goal

Quarter 1 Attendance

Our goal was an average attendance of 85% across all schools and ***we achieved an average of 80% student attendance in Q1.***

Areas to *Celebrate...*

- **4 out of 11 schools achieved the goal** of 85% attendance
- **Almost every school increased** their percent of attendance between August and September.
- Our average attendance across schools is **15 percentage points higher than last year's** average of 65%

Areas for *Growth...*

- Average monthly attendance in **High School is 66%**, lower than Elementary and Middle. Attendance is commonly a bigger challenge in high schools given student control over their transportation.
- Overall attendance is lower than our goal. **This impacts our ability to provide the academic interventions** that students need.

Q2 *Interventions...*

- ❑ Support schools with **implementing Positive Behavior Interventions & Supports (PBIS)** to incentivize attendance.
- ❑ Schools will review attendance data and **create personalized plans for students** with chronic absenteeism.
- ❑ **Collaborate with families and community members** to recognize and incentivize improved attendance.

i-Ready Diagnostic Assessments



iReady Diagnostics are taken **three times per year**: Fall (BOY), Winter (MOY), and Spring (EOY). During August and September, **students completed their beginning of year (BOY) Diagnostic Assessment** in Reading and Math.



The iReady diagnostic is an **adaptive online assessment** that provides data on a student's current level, including specific data on the skills that a student has mastered, has not yet mastered, and is ready to learn.

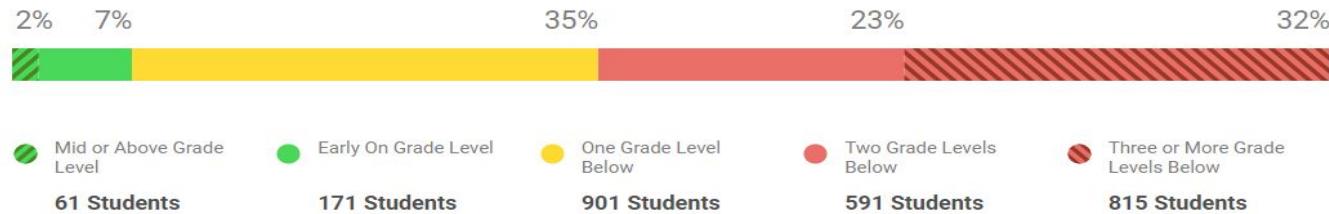


A student's score from the **BOY diagnostic is used to set a typical growth goal and stretch goal** for the student to work towards by the end of the year.

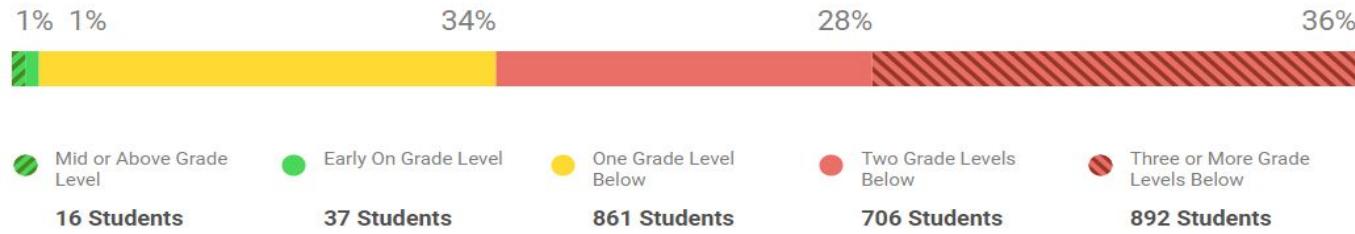
- The **typical growth** goal is the national average growth for students at that placement and grade level.
- The **stretch growth** goal is an ambitious but attainable goal that puts below grade level students on the path to proficiency, *though it may take multiple years to reach grade-level proficiency*.

Beginning-of-Year i-Ready Diagnostic Proficiency

Reading



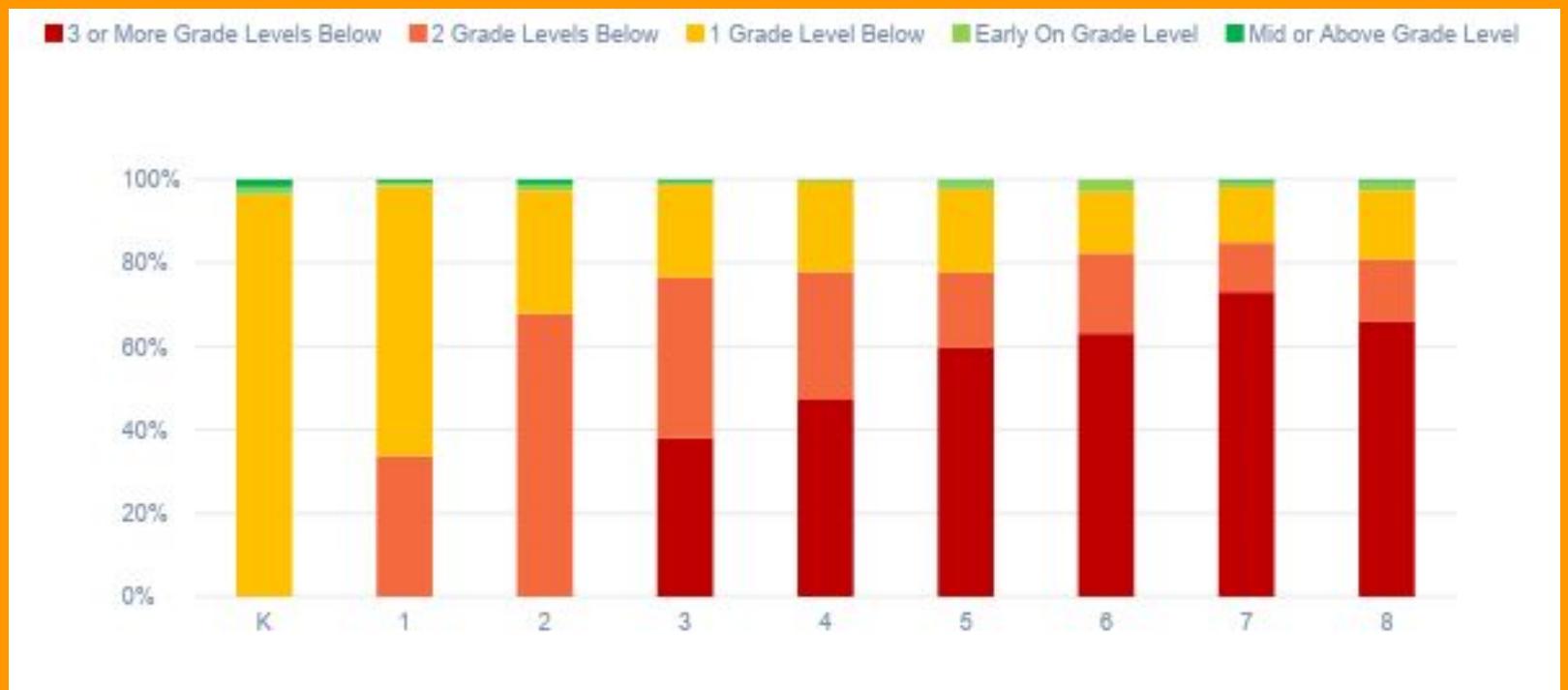
Math



Data validates that **most students are starting the year below grade level**. The GCSC academic plan is designed to close these gaps over time, with i-Ready as one key tool. The **data from the i-Ready diagnostic is used to group students** and provide targeted instruction at their areas of need. Additionally, iReady provides **individualized online modules** for students to complete at their skill level to help fill gaps.

Overall Proficiency by Grade Level

Math

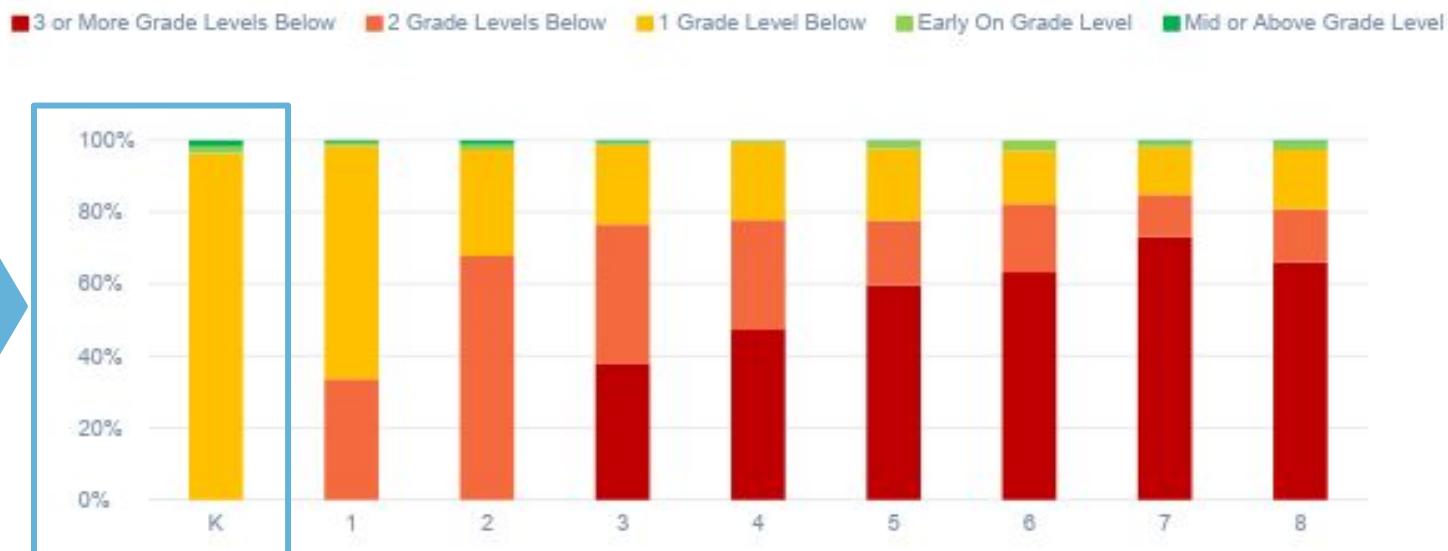


Overall Proficiency by Grade Level

Reading

Students are entering Kindergarten already behind

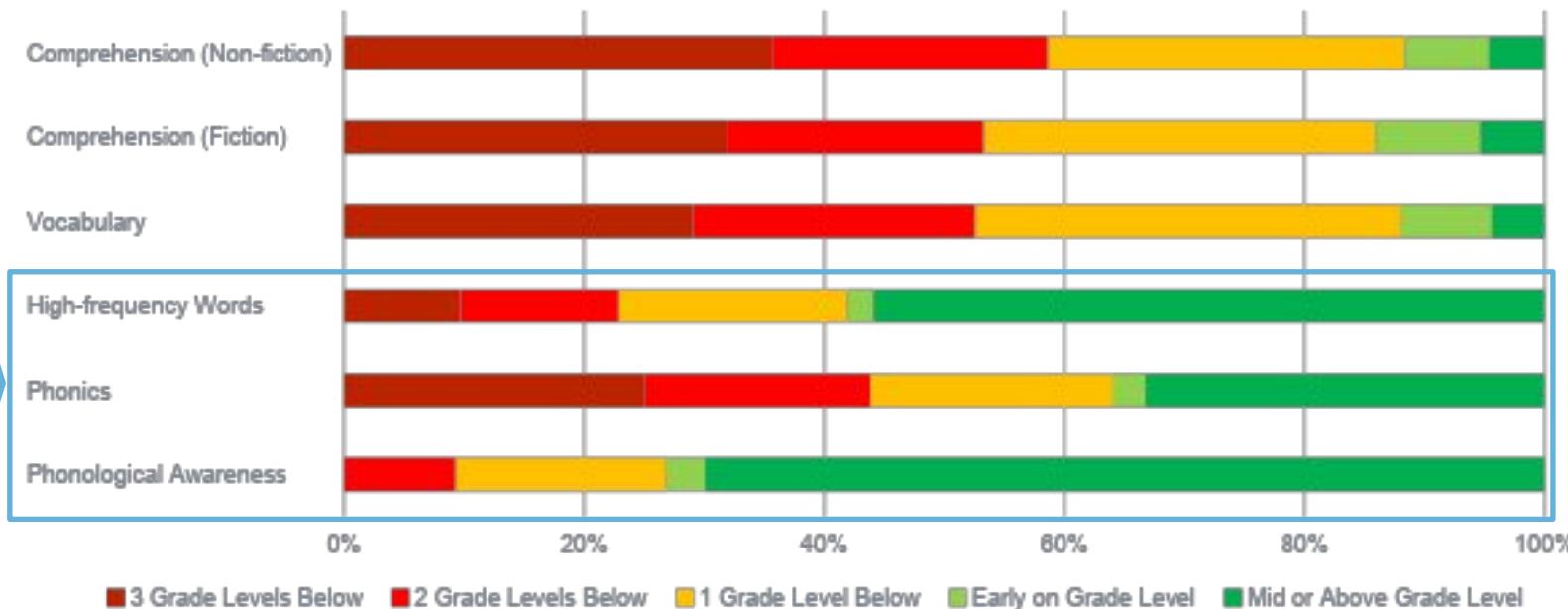
GCSC must focus on building foundational skills K-2 so students can access more rigorous content



Zoom in On Reading

The following shows the **percent of students at each proficiency level in the four domains of Reading** tested through the diagnostic. *When a teacher views their class data, they see a similar chart with the specific standards that their students have mastered and those they still need to learn.*

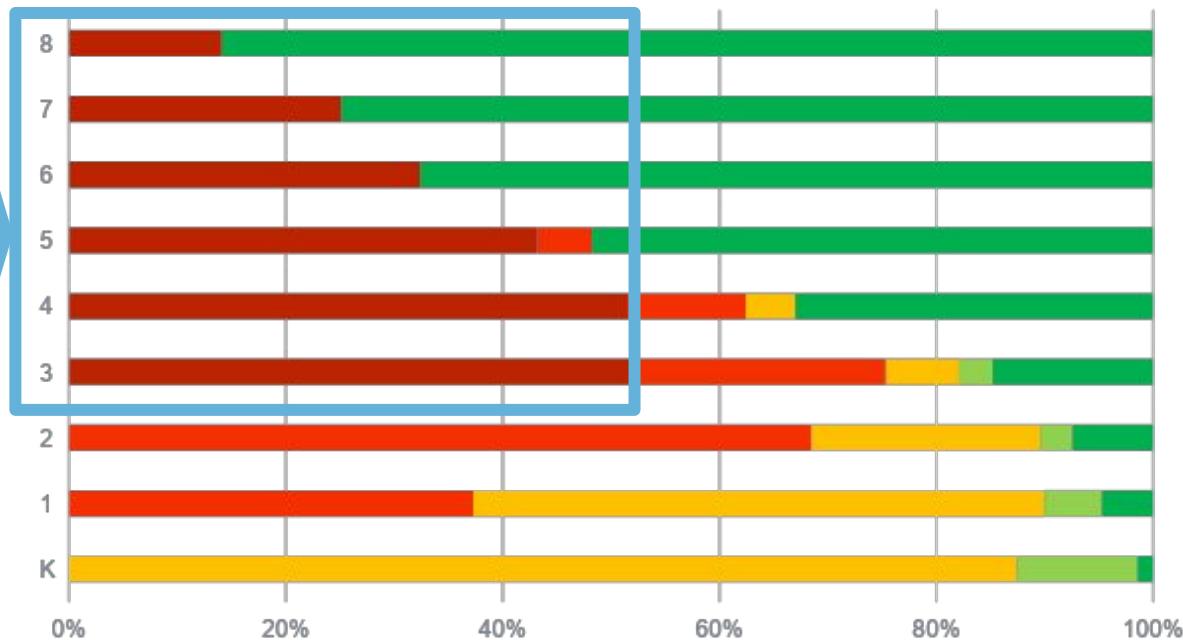
Foundational
Reading skills
that **should**
be mastered
by the time
a student
enters 3rd
grade



Zoom in On Phonics

The following shows the **percent of students at each proficiency level in phonics skills in each grade level**. These skills are critical to be able to successfully access more rigorous content in grades 3-8.

For these students in grades 3-8 who have not yet mastered foundational phonics skills, **small group guided reading and individualized i-Ready modules** will be used to fill gaps.



What's Next? Leaders & Teachers

Students have been assigned target growth goals and stretch growth goals. **Our goal is for 55% of students to meet their target growth and for 25% of students to meet their stretch growth.**

In order to achieve this...

District leaders will...

- Train teachers and school leaders in effective small group instruction
- Provide teacher feedback and accountability through rubric
- Support and hold school leaders accountable to analyze and act on data creating "What I Need (WIN)" plans for students

School leaders will...

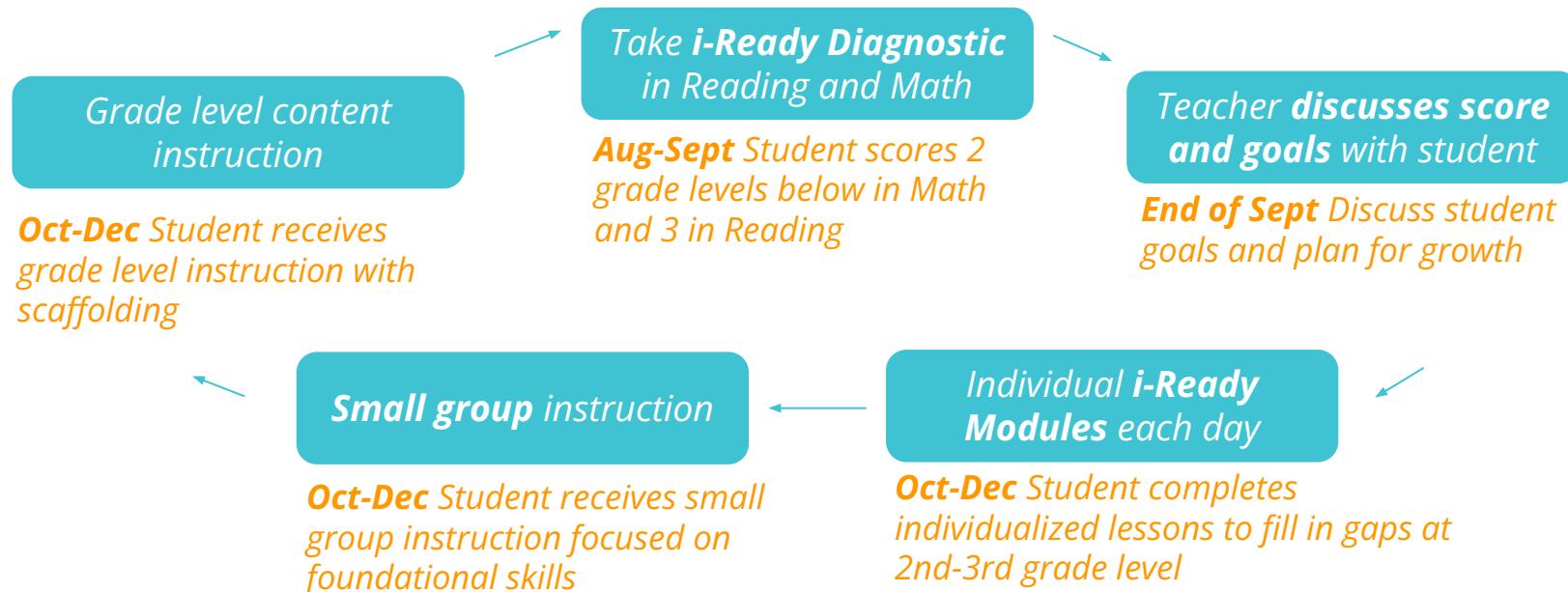
- Support teachers with the implementation of small group instruction and data plans
- Analyze data (i-Ready and ILEARN) and create WIN plans for students
- Conduct walkthroughs and coach teachers on small group instruction

Teachers will...

- Analyze class WIN data to group students and adjust instruction
- Complete data intervention plan from i-Ready diagnostic
- Prepare and implement targeted small group instruction focused on foundational skills

What's Next? Students

The following cycle shows an example of the experience of a student following the i-Ready beginning of year diagnostic. This student is in **5th grade** and scored **2 grade levels behind in Math** and **3 grade levels behind in Reading**.



What's Next? Middle-of-Year Diagnostic

Students have been assigned target growth goals and stretch growth goals. **Our annual goal is for 55% of students to meet their target growth and for 25% of students to meet their stretch growth.** These goals are ambitious and higher than i-Ready national averages.



Students will take the iReady **Middle-of-Year Diagnostic in January.** *In February, we will share our progress towards our growth goals based on mid-year data.*

During the mid-year assessment, we will be looking for **at least 55% of students to be 50% of the way towards** meeting their typical annual growth.

Proposed Q2 Progress Indicators

Based on our progress and areas of need during Quarter 1, we are **proposing the following progress measures** to report on at the end of Quarter 2. *Note that i-Ready mid-year data will be available in Quarter 3.*

Category	Progress Indicator	Impact
Curriculum and Instruction	An average of 70% of lessons assigned to students as part of their individualized pathways are passed in Q2	Students learn foundational reading and math skills and close gaps to grade-level learning.
Collaborative Structures	Principals implement an average of at least 3 classroom walkthroughs per day, with actionable evidence-based feedback when applicable	Teachers receive support and feedback to ensure that students are receiving high-quality, differentiated instruction.
Collaborative Structures	85% of schools meet their PLC implementation goals as measured by rubric	Instruction is data-driven as teachers analyze, discuss, and plan together based on student data.
Data Systems and Structures	Schools achieve an average of 85% student attendance during Q2	Students are in school and able to learn.
Data Systems and Structures	85% of schools meet their Q2 Positive Behavior Intervention System (PBIS) goals	School culture supports learning and safety is maintained on school campuses.

Preview of Upcoming Data Reporting

Next month, we will share...

- Updates on actions taken in four academic strategy areas for Quarter 2

Going forward, we will share...

- Quarterly updates on Progress Indicators
- Assessment data results and plans as available